

ITALIAN LANGUAGE AND CULTURE

Course and Exam
Description

Effective Fall 2011

The College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

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AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

AP Course and Exam Descriptions

AP Course and Exam Descriptions are updated regularly. Please visit AP Central® (apcentral.collegeboard.com) to determine whether a more recent Course and Exam Description PDF is available.

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About AP®

AP® enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement, or both on the basis of successful AP Exam scores. Universities in more than 60 countries recognize AP Exam scores in the admission process and/or award credit and placement for qualifying scores. Visit www.collegeboard.com/ap/credit-policy to view AP credit and placement policies at more than 1,000 colleges and universities.

Additional AP studies are available at www.collegeboard.com/research.

*Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who score a 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than otherwise comparable non-AP peers.**

*See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

Offering AP Courses and Enrolling Students

This *AP Course and Exam Description* details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school develops and implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses, and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.com/apcourseaudit.

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit apcentral.collegeboard.com/developmentcommittees. AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP course work reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam — work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair, and that there is an appropriate spread of difficulty across the questions. Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to

provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit and placement:

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.com for more information about the AP Program.

Curriculum Framework

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also provides them access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the *Standards for Foreign Language Learning in the 21st Century* are foundational to the AP Italian Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the *ACTFL Performance Guidelines for K–12 Learners*.

The AP Italian Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not on the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Italian Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language.

The AP Italian Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

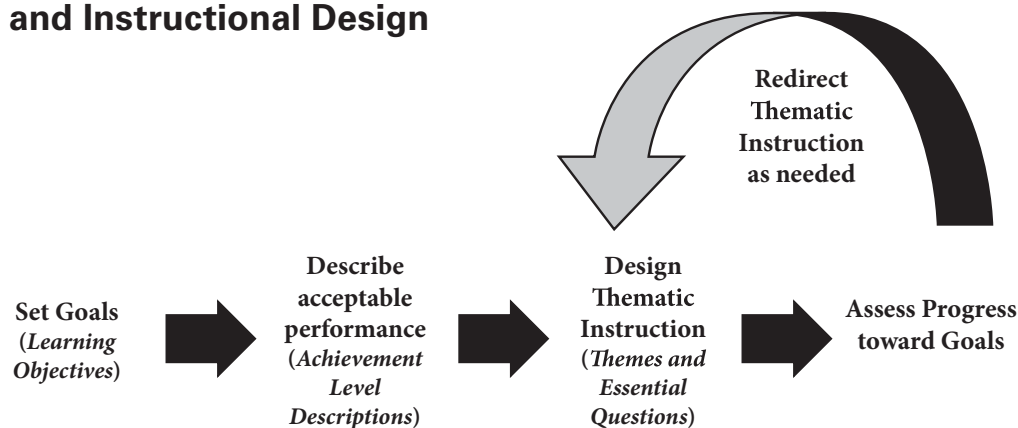
Structure of the Curriculum Framework

This curriculum framework begins by outlining the *learning objectives* and the *achievement level descriptions* that define student performance across five levels.

Tools for instructional design come next: *themes* to integrate language, content, and culture into an interrelated series of lessons and activities; *recommended contexts* for exploring each theme; and *overarching essential questions* to engage learners and to guide classroom investigations, learning activities, and performance assessments.

The following graphic illustrates how the components of the curriculum framework relate to how a teacher designs and delivers instruction.

The Curriculum Framework and Instructional Design



Learning Objectives and Achievement Level Descriptions

At the core of the AP Italian Language and Culture course are six groups of *learning objectives* identifying what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in the following areas:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual, and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication

The degree to which student performance meets the *learning objectives* in each area is articulated in the *achievement level descriptions*, which clearly define how well students at each level perform. Because of the interrelated nature of the modes of communication, all the *achievement level descriptions* work in concert with one another and should be considered holistically. While references to levels 1–5 cannot precisely predict a student’s ultimate AP Exam score, AP teachers can use this information to develop better insight into individual student performance and adjust the curriculum and instruction throughout the course.

Overarching Premise

When communicating, students in the AP Italian Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).

Interpersonal Communication

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.

Learning Objectives for Spoken Interpersonal Communication

Primary Objective: The student engages in spoken interpersonal communications.

- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in oral interactions.
- The student initiates and sustains interaction through the use of various verbal and nonverbal strategies.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

Achievement Level Descriptions for Spoken Interpersonal Communication

Achievement Level 5

- (a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and close conversations on familiar topics in a culturally appropriate manner most of the time. They understand and usually use culturally appropriate expressions and gestures.
- (b) **Strategies.** Students at this level use a variety of communication strategies as necessary to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They often use questions to maintain the conversation and use context to deduce the meaning of unfamiliar words. They often recognize errors and self-correct.
- (c) **Opinions.** They state opinions and demonstrate some ability to support opinions on topics of personal interest.
- (d) **Language structures.** These students use a variety of simple and compound sentences, and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility.
- (e) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest.
- (f) **Register.** Their choice of register is usually appropriate for the audience and its use is consistent despite occasional errors.
- (g) **Pronunciation.** Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners; their pronunciation is consistent, with few errors that do not impede comprehensibility.
- (h) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

- (a) **Interaction.** Students at Achievement Level 4 initiate, maintain, and close conversations on familiar topics. They usually interact in a culturally appropriate manner and may understand and use culturally appropriate expressions and gestures.
- (b) **Strategies.** These students use some communication strategies to maintain communication (e.g., circumlocution, paraphrasing, restatement, asking for clarification or information). They use context to deduce the meaning of unfamiliar words. They recognize some errors and self-correct.
- (c) **Opinions.** They provide opinions on familiar topics with limited ability to provide support.
- (d) **Language structures.** They use simple and compound sentences, and a few complex sentences with some accuracy. They narrate and describe in all time frames, demonstrating the most accuracy in present time and some accuracy in the past and future.

- (e) **Vocabulary.** These students understand and use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
- (f) **Register.** Their choice of register is usually appropriate for the situation, yet some shifts between formal and informal registers occur.
- (g) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility.
- (h) **Cultures, connections, and comparisons.** These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

- (a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and close conversations on familiar topics and sometimes interact in a culturally appropriate manner.
- (b) **Strategies.** These students occasionally use communication strategies, such as circumlocution and paraphrasing. Students at this level of achievement often seek clarification of meaning by asking for repetition. They use context to deduce meaning of unfamiliar words. Students may recognize errors; attempts at correction are only occasionally successful.
- (c) **Opinions.** These students state opinions on topics of personal interest, and they understand and respond to questions and statements on familiar topics.
- (d) **Language structures.** Their narrations and descriptions are characterized by strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames.
- (e) **Vocabulary.** They understand and use vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions.
- (f) **Register.** Choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
- (g) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility.
- (h) **Cultures, connections, and comparisons.** They identify some cultural products or practices of the target culture(s) and may identify a few common perspectives. They identify some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

- (a) **Interaction.** Students at Achievement Level 2 initiate and close conversations on topics of personal interest and maintain them by making basic statements. Comprehension of messages on familiar topics is limited, and they have little ability to interact in a culturally appropriate manner. Their communication often requires intervention from others to attain comprehensibility.
- (b) **Strategies.** They may seek clarification by asking for basic information or repetition. They seldom recognize errors and attempts at self-correction usually fail.
- (c) **Opinions.** When stating opinions, they are limited to expressing likes and dislikes.
- (d) **Language structures.** These students produce simple sentences with some accuracy in the present time.
- (e) **Vocabulary.** They understand and use a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
- (f) **Register.** These students communicate mainly using the familiar register.
- (g) **Pronunciation.** Their pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility.
- (h) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

Learning Objectives for Written Interpersonal Communication

Primary Objective: The student engages in written interpersonal communications.

- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.
 - The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations.
 - The student writes formal correspondence in a variety of media using appropriate formats and conventions.
 - The student writes informal correspondence in a variety of media using appropriate formats and conventions.
 - The student elicits information and clarifies meaning by using a variety of strategies.
 - The student states and supports opinions in written interactions.
 - The student initiates and sustains interaction during written interpersonal communication in a variety of media.
 - The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
 - The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
 - The student self-monitors and adjusts language production.
 - The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
 - The student demonstrates knowledge and understanding of content across disciplines.
-

Achievement Level Descriptions for Written Interpersonal Communication

Achievement Level 5

- (a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and close written exchanges in formal and informal communications with good control of culturally appropriate conventions. They understand and respond to questions on familiar topics with some elaboration and detail.
- (b) **Strategies.** These students use a variety of communication strategies as necessary in order to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They use context to deduce the meaning of unfamiliar words and often recognize errors and self-correct.
- (c) **Opinions.** They state opinions and demonstrate some ability to support opinions on topics of personal interest.
- (d) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility. They use transitional phrases and cohesive devices.
- (e) **Writing conventions.** Their writing is marked by consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, e-mail, letters, blogs, bulletin boards).
- (f) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They understand and use some culturally appropriate vocabulary and idiomatic expressions.
- (g) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
- (h) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

- (a) **Interaction.** Students at Achievement Level 4 initiate, maintain, and close written exchanges in formal and informal communications, although control of culturally appropriate conventions is inconsistent. They understand and respond to questions and statements on familiar topics with some elaboration and detail.
- (b) **Strategies.** These students use communication strategies (e.g., circumlocution, paraphrasing, asking for clarification or information) to maintain communication. They use context to deduce the meaning of unfamiliar words. They recognize some errors and self-correct.
- (c) **Opinions.** They provide opinions on familiar topics with limited ability to provide support.

- (d) **Language structures.** They are usually accurate when writing about familiar topics using a variety of simple, compound, and a few complex sentences in all time frames, demonstrating the most accuracy in present time and some accuracy in the past and future. They use some transitional phrases and cohesive devices.
- (e) **Writing conventions.** Their writing is generally consistent in the use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, e-mail, letters, blogs, bulletin boards).
- (f) **Vocabulary.** These students understand and use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
- (g) **Register.** Their choice of register is usually appropriate for the situation, yet some shifts between formal and informal registers occur.
- (h) **Cultures, connections, and comparisons.** These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

- (a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and close written exchanges on familiar topics. They understand and respond to questions and statements on familiar topics.
- (b) **Strategies.** These students occasionally use communication strategies (e.g., circumlocution, restatement, requesting clarification or information) when interacting on familiar topics, and they occasionally use context to deduce the meaning of unfamiliar words. They often seek clarification of meaning by asking for repetition. They may recognize errors; attempts at self-editing are occasionally successful.
- (c) **Opinions.** They state opinions on topics of personal interest.
- (d) **Language structures.** They produce strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames.
- (e) **Writing conventions.** Their writing shows inconsistent use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, e-mail, letters, blogs, bulletin boards) that sometimes interferes with meaning.
- (f) **Vocabulary.** These students understand and use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
- (g) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
- (h) **Cultures, connections, and comparisons.** These students identify some cultural products or practices of the target culture(s) and may identify a few common perspectives. They identify some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

- (a) **Interaction.** Students at Achievement Level 2 respond to questions and statements on topics of personal interest in written exchanges.
- (b) **Strategies.** These students may seek clarification by asking for basic information. They seldom recognize errors, and attempts at self-editing usually fail.
- (c) **Opinions.** When stating opinions, they are limited to expressing likes and dislikes.
- (d) **Language structures.** They produce simple sentences with some accuracy in the present time. There is inconsistent control of basic structures.
- (e) **Writing conventions.** Their writing shows little use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, e-mail, letters, blogs, bulletin boards).
- (f) **Vocabulary.** They understand and use a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
- (g) **Register.** These students communicate mainly using the familiar register.
- (h) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

Interpretive Communication

The Interpretive Mode is characterized by the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker.

Learning Objectives for Audio, Visual, and Audiovisual Interpretive Communication

Primary Objective: The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.

- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates comprehension of content from authentic audiovisual resources.
- The student demonstrates comprehension of content from authentic visual resources.
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student understands the purpose of a message and the point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- The student demonstrates critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context.
- The student monitors comprehension and uses other sources to enhance understanding.
- The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
- The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual, and audiovisual resources.
- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

Achievement Level Descriptions for Audio, Visual, and Audiovisual Interpretive Communication

Achievement Level 5

- (a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 5 identify main ideas, some significant details, and the intended audience on a range of topics. These students use context to deduce the meaning of unfamiliar words and usually infer implied meanings.
- (b) **Critical viewing and listening.** These students identify significant distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- (c) **Vocabulary.** They comprehend a variety of vocabulary, including culturally appropriate vocabulary and some idiomatic expressions related to topics of personal interest and limited unfamiliar topics.
- (d) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of familiar interdisciplinary topics presented in the resource material. They compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

- (a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 4 identify most main ideas and some significant details on familiar topics. These students use context to deduce the meaning of unfamiliar words and make some inferences.
- (b) **Critical viewing and listening.** They identify some distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- (c) **Vocabulary.** These students comprehend most vocabulary, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
- (d) **Cultures, connections, and comparisons.** These students identify the products, practices, and some perspectives of the target culture(s) and demonstrate understanding of some content of familiar interdisciplinary topics presented in the resource material. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

- (a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 3 identify some main ideas and details on familiar topics. They respond accurately to basic information questions (e.g., Who? What? When? Where?) and can sometimes use context to deduce the meaning of unfamiliar words and make limited inferences.
- (b) **Critical viewing and listening.** They identify a few distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- (c) **Vocabulary.** They comprehend a variety of vocabulary on topics of personal interest.
- (d) **Cultures, connections, and comparisons.** These students are able to identify cultural products and practices and demonstrate an understanding of the basic content of familiar interdisciplinary topics presented in the resource material. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

- (a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 2 identify a few main ideas or details and are sometimes unable to respond to basic information questions.
- (b) **Critical viewing and listening.** These students identify few distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- (c) **Vocabulary.** They understand a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
- (d) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices of the target culture(s) and demonstrate a limited understanding of the basic content of familiar interdisciplinary topics presented in the resource material. They are able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

Learning Objectives for Written and Print Interpretive Communication

Primary Objective: The student synthesizes information from a variety of authentic written and print resources.

- The student demonstrates comprehension of content from authentic written and print resources.
 - The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
 - The student understands the purpose of a message and the point of view of its author.
 - The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.
 - The student demonstrates critical reading of written and print resources in the target cultural context.
 - The student monitors comprehension and uses other sources to enhance understanding.
 - The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
 - The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources.
 - The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, or political).
 - The student demonstrates knowledge and understanding of content across disciplines.
-

Achievement Level Descriptions for Written and Print Interpretive Communication

Achievement Level 5

- (a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 5 identify main ideas and supporting details on a range of topics. They use context to deduce the meaning of unfamiliar words and usually infer implied meanings.
- (b) **Critical reading.** They demonstrate critical reading skills and usually differentiate facts from opinions. These students identify the intended audience, source, and purpose and describe the basic context of the resource material.
- (c) **Vocabulary.** These students comprehend a variety of vocabulary, including culturally appropriate vocabulary and some idiomatic expressions related to topics of personal interest and limited unfamiliar topics.
- (d) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

- (a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 4 identify most main ideas and some supporting details on familiar topics. They use various reading strategies to aid in the literal comprehension of the text. These students make some inferences and use context to deduce the meaning of unfamiliar words.
- (b) **Critical reading.** These students identify the intended audience, source, and purpose of the resource.
- (c) **Vocabulary.** They comprehend most vocabulary, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
- (d) **Cultures, connections, and comparisons.** These students identify the products, practices, and some perspectives of the target culture(s) and demonstrate understanding of some content of the interdisciplinary topics presented in the resources. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

- (a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 3 identify some main ideas and supporting details on familiar topics. They respond accurately to basic information questions (e.g., Who? What? When? Where?), make limited inferences, and use contextual clues to assist in literal comprehension. They can sometimes use context to deduce the meaning of unfamiliar words.
- (b) **Critical reading.** These students identify the source and purpose of the resource.
- (c) **Vocabulary.** They comprehend a variety of vocabulary on topics of personal interest.

- (d) **Cultures, connections, and comparisons.** They are able to identify products and practices of the target culture(s) and demonstrate understanding of the basic content of familiar interdisciplinary topics presented in the resource material. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

- (a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 2 identify some main ideas and details but are sometimes unable to respond to basic information questions. They occasionally use contextual clues for basic comprehension.
- (b) **Critical reading.** They identify the source of the resource.
- (c) **Vocabulary.** They understand a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
- (d) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices of the target culture(s) and demonstrate limited understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

Presentational Communication

The Presentational Mode is characterized by the creation of messages in a manner that facilitates interpretation by members of the target culture where no direct opportunity for the active negotiation of meaning exists.

Learning Objectives for Spoken Presentational Communication

Primary Objective: The student plans, produces, and presents spoken presentational communications.

- The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student creates and gives persuasive speeches.
- The student expounds on familiar topics and those requiring research.
- The student uses reference tools, acknowledges sources, and cites them appropriately.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

Achievement Level Descriptions for Spoken Presentational Communication

Achievement Level 5

- (a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They develop ideas by showing evidence of synthesis and interpretation of background information.
- (b) **Strategies.** These students employ a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful.
- (c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
- (d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.
- (e) **Pronunciation.** Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners.
- (f) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
- (g) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

- (a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. Their work shows some evidence of ideas that are developed and supported with examples.
- (b) **Strategies.** These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-correction is often successful.
- (c) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.
- (d) **Vocabulary.** They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
- (e) **Pronunciation.** Their pronunciation, intonation, pacing, and delivery are mostly comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility.
- (f) **Register.** Their choice of register is usually appropriate for the audience, yet some shifts between formal and informal registers occur.

- (g) **Cultures, connections, and comparisons.** These students describe in some detail products or practices of the target culture(s) yet may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

- (a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They show evidence of some development of ideas and basic structural organization (introduction, argument, and conclusion).
- (b) **Strategies.** These students employ limited communication strategies, such as repetition and emphasis; self-correction is occasionally successful.
- (c) **Language structures.** They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.
- (d) **Vocabulary.** These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
- (e) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility.
- (f) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
- (g) **Cultures, connections, and comparisons.** They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

- (a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. There is little evidence of development of ideas, and structural organization may be lacking.
- (b) **Strategies.** They seldom recognize errors, and attempts at self-correction usually fail.
- (c) **Language structures.** They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.
- (d) **Vocabulary.** Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
- (e) **Pronunciation.** Their pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility.

- (f) **Register.** These students communicate mainly using the familiar register.
- (g) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

Learning Objectives for Written Presentational Communication

Primary Objective: The student plans and produces written presentational communications.

- The student produces a variety of creative writings (e.g., original story, personal narrative, script).
 - The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
 - The student produces persuasive essays.
 - The student produces expository writing, including researched reports.
 - The student uses reference tools, acknowledges sources, and cites them appropriately.
 - The student self-edits written work for content, organization, and grammar.
 - The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, or political).
 - The student demonstrates knowledge and understanding of content across disciplines.
-

Achievement Level Descriptions for Written Presentational Communication

Achievement Level 5

- (a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They integrate content from multiple sources to support their presentation.
- (b) **Strategies.** These students employ a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful.
- (c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
- (d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.
- (e) **Writing conventions.** They demonstrate consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents). Errors do not impede comprehensibility.
- (f) **Register.** Their choice of register is appropriate for the audience, and its use is consistent despite occasional errors.
- (g) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

- (a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. They summarize multiple sources with limited integration of content to support their presentation.
- (b) **Strategies.** These students employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is often successful.
- (c) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.
- (d) **Vocabulary.** They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
- (e) **Writing conventions.** They demonstrate generally consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents); errors do not impede comprehensibility.

- (f) **Register.** Errors in choice of register are infrequent, yet shifts between formal and informal registers may occur.
- (g) **Cultures, connections, and comparisons.** They describe in some detail products or practices of the target culture(s) yet may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

- (a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They summarize content from sources to support their presentation.
- (b) **Strategies.** These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is occasionally successful.
- (c) **Language structures.** They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.
- (d) **Vocabulary.** These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
- (e) **Writing conventions.** Their use of standard conventions of the written language (e.g., capitalization, orthography, accents) is inconsistent, which may cause confusion for the reader.
- (f) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
- (g) **Cultures, connections, and comparisons.** They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

- (a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. They summarize sources without supporting the presentation.
- (b) **Strategies.** These students employ limited presentational strategies to clarify meaning; efforts at self-editing usually fail.
- (c) **Language structures.** They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.
- (d) **Vocabulary.** Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
- (e) **Writing conventions.** Their writing shows little use of standard conventions of the written language (e.g., capitalization, orthography, accents).

- (f) **Register.** These students communicate mainly using the familiar register.
- (g) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

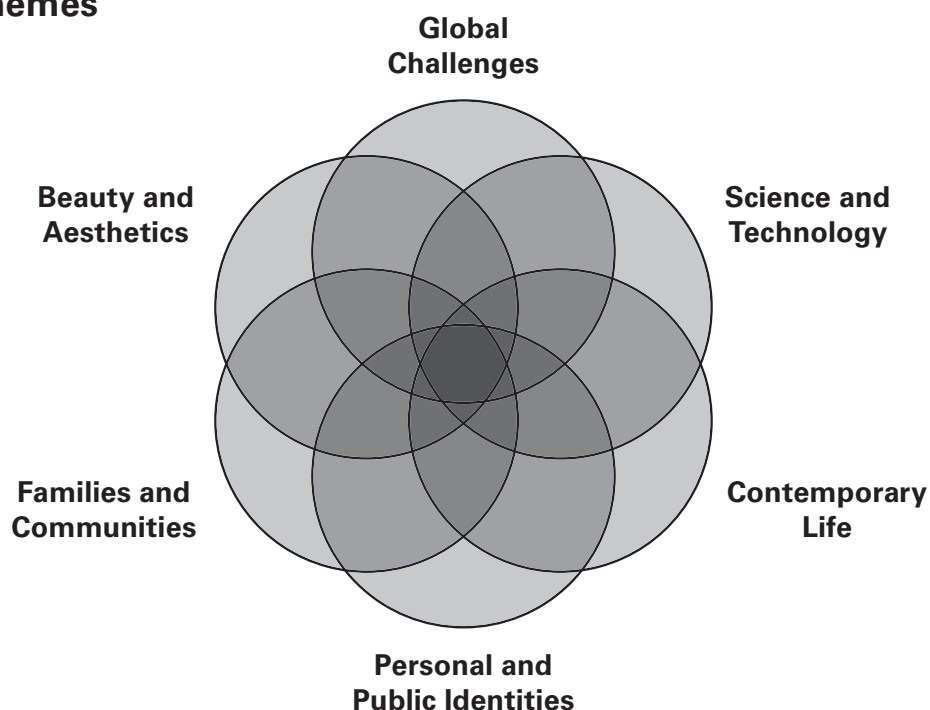
Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

Course Themes

Designing the AP Italian Language and Culture course around themes creates an interesting, meaningful context in which to explore a variety of language concepts. Themes help teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts. A theme may be used to plan a brief unit of study or a comprehensive unit spanning a greater period of time, or to connect with AP courses in other disciplines.

The AP Italian Language and Culture course is structured around six themes:

Themes



Recommended Contexts and Essential Questions

Each theme includes a number of *recommended contexts* for exploration. Teachers are encouraged to engage students in the various themes by considering historical, contemporary, and future perspectives, as appropriate. Teachers should assume complete flexibility in resource selection and instructional exploration of the six themes. The recommended contexts are not intended as prescriptive or required, but rather they serve as suggestions for addressing the themes.

One way to design instruction with the themes is to identify *overarching essential questions* to motivate learners and to guide classroom investigations, learning activities, and performance assessments. Essential questions are designed to spark curiosity and engage students in real-life, problem-solving tasks. They allow students to investigate and express different views on real world issues, make connections to other disciplines, and compare aspects of the target culture(s) to their own. Essential questions also lend themselves well to interdisciplinary inquiry, asking students to apply skills and perspectives across content areas while working with content from the language, literature, and cultures of the Italian-speaking world.

Integrating Themes, Recommended Contexts, and Essential Questions

AP Italian teachers are encouraged to consider the interconnectedness of the themes. A unit on environmental issues (Global Challenges) might, for example, touch upon recommended contexts from more than one theme. Students might study inventions as catalysts of change (Science and Technology), influences from social customs and values (Contemporary Life), or the aesthetics of eco-friendly architecture (Beauty and Aesthetics).

The recommended contexts for exploring a theme can be varied depending on available authentic materials, teacher-developed resources, and commercially produced materials, as well as teacher creativity and student interest. The design of the course should include essential questions that will capture students' interest, engaging authentic materials, and learning activities that help students consider themes across time and across cultures.

It should be noted that literature is not merely a recommended context for one of the course themes (Beauty and Aesthetics) but should serve as a powerful vehicle for delivering content to address all of the themes. Literary works may be incorporated throughout the AP Italian Language and Culture course in relation to a variety of themes, such as environmental issues (Global Challenges), family structure (Families and Communities), or issues of identity and integration (Personal and Public Identities).

Themes, Recommended Contexts, and Overarching Essential Questions

Theme: Global Challenges / Sfide globali

Recommended Contexts:

- Economy / *Mercato del lavoro*
- Education / *Scuola ed istruzione*
- Environment / *Ambiente*
- Food and Nutrition / *Alimentazione*
- Human Rights / *Diritti umani*
- Migrations and Borders / *Migrazioni e frontiere*
- Politics / *Politica*

Overarching Essential Questions:

- What environmental, political, and social issues pose challenges to societies throughout the world?
- What are the origins of those issues?
- What are possible solutions to those challenges?

Theme: Science and Technology / Scienza e tecnologia

Recommended Contexts:

- Alternative Resources / *Fonti ed energie alternative*
- Discoveries and Inventions / *Scoperte ed invenzioni*
- Ethics / *Scelte etiche e morali*
- Health and Medicine / *Salute e medicina*
- The Internet and Its Social Impact / *La rete ed il suo impatto sociale*
- Personal Technology and Communication / *Uso personale della tecnologia*

Overarching Essential Questions:

- How do developments in science and technology affect our lives?
- What factors have driven innovation and discovery in the fields of science and technology?
- What role does ethics play in scientific advancement?

Theme: Contemporary Life / Vita contemporanea

Recommended Contexts:

- Education and Career / *Istruzione e formazione*
- Holidays and Celebrations / *Feste, sagre e tradizioni*

- Housing and Shelter / *Abitazioni*
- Leisure, Travel and Tourism / *Viaggi e tempo libero*
- Mass Media / *Mezzi di comunicazione*
- Sports and Fitness / *Sport e benessere*
- Work / *Il mondo del lavoro*

Overarching Essential Questions:

- How do societies and individuals define quality of life?
- How is contemporary life influenced by cultural products, practices, and perspectives?
- What are the challenges of contemporary life?

Theme: Personal and Public Identities / *Identità privata e pubblica*

Recommended Contexts:

- Gender and Sexuality / *Genere e sessualità*
- History and Geography / *Storia e geografia*
- Identity and Integration / *Identità ed integrazione*
- Italians in the World / *Gli italiani nel mondo*
- Language and Identity / *Lingue ed identità*
- Political Views / *Politica attuale e prospettive*
- Societal Beliefs and Personal Values / *Credenze diffuse e valori personali*

Overarching Essential Questions:

- How are aspects of identity expressed in various situations?
- How do language and culture influence identity?
- How does one's identity develop over time?

Theme: Families and Communities / *Famiglia e società*

Recommended Contexts:

- Family Structures / *La famiglia attraverso i tempi*
- Generational Relationships / *Rapporti generazionali*
- Individualism and Solidarity / *Individualismo e solidarietà*
- Personal Relationships / *Rapporti personali*
- Social Benefits / *Stato sociale*
- Urban, Suburban, and Rural Life / *Vita in città, periferia e campagna*
- Youth Culture / *I giovani oggi*

Overarching Essential Questions:

- What constitutes a family in different societies?
- How do individuals contribute to the well-being of communities?
- How do the roles that families and communities assume differ in societies around the world?

Theme: Beauty and Aesthetics / Bellezza ed estetica**Recommended Contexts:**

- Architecture / *Architettura*
- Conservation and Restoration / *Tutela dei beni artistici e culturali*
- Fashion and Design / *Moda e design*
- Ideals of Beauty / *Ideali di bellezza*
- Literature / *Letteratura*
- Music / *Musica*
- Performing Arts / *Il mondo dello spettacolo*
- Visual Arts / *Arti visive*

Overarching Essential Questions:

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?
- How do the arts both challenge and reflect cultural perspectives?

Glossary of Key Terms

Achievement level descriptions: Descriptions of student performance at levels 1-5. AP teachers can use this information to develop better insight into individual student performance and adjust curriculum and instruction.

Communication Strategies: Techniques used to clarify meaning or confirm comprehension, such as restatement, asking questions for clarification, circumlocution, and gestures.

Critical viewing/listening/reading: To analyze, react to, and explore audio, visual, audiovisual, print, or written resources in order to better understand meaning and purpose.

Features of target culture communities: Various products, practices, and perspectives of target culture(s), such as television and film, education, customs and traditions, and beliefs and values, including geographic, historical, artistic, social, or political influences.

Learning objectives: Clear, detailed, and finite articulation of what students will know and be able to do.

Perspectives: Values, attitudes, and assumptions that underlie both practices and products but that are less readily evident to the observer.

Practices: Patterns of social interactions within a culture.

Products: Both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions) items.

Reference tools: Items such as a dictionary, a guide to language structure, or thesaurus.

Participating in the AP Course Audit

Schools wishing to offer AP courses must participate in the AP Course Audit. Participation in the AP Course Audit requires the online submission of two documents: the AP Course Audit form and the teacher's syllabus. The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. The syllabus, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

The Curricular and Resource Requirements, derived from the AP Italian Language and Culture Curriculum Framework, are outlined below. Teachers should use these requirements in conjunction with the AP Course Audit resources at www.collegeboard.com/apcourseaudit to support syllabus development.

Curricular Requirements

- The course prepares students to demonstrate their level of Italian proficiency across the three communicative modes — Interpersonal, Interpretive, and Presentational — and as articulated in Standards for Foreign Language Learning in the 21st Century (Standards).
- In addition to communication, the course also addresses the Standards' other four goals: cultural competence, connections to other school disciplines, comparisons between Italian language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.
- The teacher uses Italian almost exclusively in class and encourages students to do likewise.
- Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities at the Intermediate High level.
- Instructional materials include a variety of written texts, such as newspapers and magazine articles, literary texts, and other authentic writings, that develop students' Interpretive reading abilities at the Intermediate High level.
- The course provides students with frequent opportunities, in class or in a language laboratory, to practice their Interpersonal and Presentational speaking skills in a variety of settings, types of discourse, topics, and registers.
- The course provides instruction and frequent opportunities to organize and write Interpersonal and Presentational texts in Italian.
- The course frequently integrates Italian cultural topics, including: geography, contemporary life, arts and sciences, social customs and traditions, and contributions of Italians and Italian Americans to the world.
- The course provides students with frequent opportunities to interpret and utilize a variety of formal and informal registers across skills.

- Assessments are frequent, varied, and explicitly linked to the Interpersonal, Interpretive, and Presentational modes. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.

Resource Requirements

- The school ensures that each student has a copy of printed course materials for individual use inside and outside of the classroom.
- The school provides audio and video equipment and materials that allow for ongoing opportunities to develop proficiency across the three modes of communication. This equipment can include video or DVD players or computers, language labs, or compact disc/cassette players.

Exam Overview

The AP Italian Language and Culture Exam assesses students' proficiencies in the Interpersonal, Interpretive, and Presentational modes of communication. The exam is approximately 3 hours long and includes both an 80-minute multiple-choice section and an 85-minute free-response section. The multiple-choice section accounts for half of the student's exam grade and the free-response section for the other half.

Section I, the multiple-choice section, primarily assesses Interpretive Communication by asking students to identify the main ideas, significant details, purpose, and intended audience of a variety of texts and to make inferences and predictions based on them.

Section I, Part A, consists of a variety of audio materials, including conversations, announcements, instructions, advertisements, and news reports.

Section I, Part B, consists of a variety of print materials, including journalistic and literary texts, announcements, advertisements, tables, and charts.

Section II, the free-response section, assesses Interpersonal and Presentational Communication by requiring students to produce written and spoken responses.


In Section II, Part A, students demonstrate their ability to write in the Interpersonal mode by reading and replying to an e-mail message. Then, using the Presentational mode, they write a persuasive essay based on three sources that present different viewpoints on a topic. Students read an article, study a table or graphic, and listen twice to a related audio text. Then they have 40 minutes to write an essay in response to a prompt; in the essay they must use the information from all three sources to present and defend their own viewpoint. Students have access to the print sources and any notes they may have taken on the audio text during the entire 40-minute writing period.

Section II, Part B, assesses speaking in the Interpersonal mode by asking students to respond to questions as part of a simulated conversation. Students are provided a preview of the conversation, including an outline of each exchange. Part B also assesses speaking in the Presentational mode by requiring students to make a 2-minute presentation in response to a prompt on a cultural topic. In their presentation, students compare cultural features of their own community to those found in an area of the Italian-speaking world with which they are familiar. Students are encouraged to cite examples from materials they have read, viewed, and listened to, as well as from personal experiences and observations.

AP Italian Language and Culture Exam Format

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice		70 questions	50%	Approx. 80 minutes
Part A	Interpretive Communication: Audio Texts	30 – 34 questions		Approx. 25 minutes
Part B	Interpretive Communication: Print Texts	36 - 40 questions		55 minutes
Section II: Free Response		4 tasks	50%	Approx. 85 minutes
Part A	Interpretive Writing: E-mail Reply	1 prompt		15 minutes
	Presentational Writing: Persuasive Essay	1 prompt		Approx. 55 minutes
Part B	Interpersonal Speaking: Conversation	5 prompts		20 seconds for each response
	Presentational Speaking: Cultural Comparison	1 prompt		2 minutes to respond

Sample Multiple-Choice Questions

Parts of the exam are accompanied by a master recording. In the samples that follow, the material enclosed in brackets is heard by the student and does not appear in the exam booklet. To hear audio recording, click on  .

Directions: You will now listen to several selections. For each selection, first you will have time to read the questions silently. Then you will hear the selection. You may take notes in your exam booklet as you listen. Your notes will not be graded. After listening to each selection, you will have time to answer the questions. For each question, choose the response that is best according to the selection and mark your answer on the answer sheet.



[(Narrator) *Selection number 1. You will listen to a conversation in a clothing store. First, you have time to read the questions silently. (40 seconds) Now listen to the selection.*

(Woman) *Buona sera. Desidera?*

(Man) *Buona sera. Cercavo un regalo per il compleanno di mio fratello.*

(Woman) *Che tipo è suo fratello?*

(Man) *È giovane, ma molto tradizionale, ed elegante. Deve sempre vestirsi bene perché lavora per un'azienda importante. Cosa potrei comprargli? Cosa mi consiglia?*

(Woman) *Beh . . . vediamo . . . una cravatta di seta . . . una camicia di lino . . . una bella giacca di cashmere . . . Sono appena arrivate queste giacche favolose. Che ne dice?*

(Man) *La cravatta non è molto originale. Vediamo un po' le camicie.*

(Woman) *Benissimo! Guardi questa, è morbidissima . . . di puro lino. Le piace?*

(Man) *Sì, mi piace proprio. La vedo bene per mio fratello. La prendo. Grazie.*

(Narrator) *Now answer the questions for this selection. (32 seconds)]*

Selection number 1

You will listen to a conversation in a clothing store.

1. Quando si svolge la conversazione?
 - (A) La mattina presto
 - (B) Prima di pranzo
 - (C) Nel tardo pomeriggio
 - (D) A mezzogiorno
2. Perché il cliente cerca un regalo?
 - (A) Il fratello ha un nuovo lavoro.
 - (B) È il compleanno del fratello.
 - (C) Suo fratello si laurea.
 - (D) È quasi Natale.
3. Cosa dice il cliente di suo fratello?
 - (A) È un tipo eccentrico.
 - (B) Preferisce i colori vivaci.
 - (C) Cerca lavoro all'estero.
 - (D) Si veste sempre bene.
4. Cosa compra il cliente?
 - (A) Una cravatta di seta
 - (B) Una camicia di lino
 - (C) Un paio di pantaloni di lana
 - (D) Un paio di scarpe di pelle



[(Narrator) *Selection number 2. You will listen to a tour guide in Venice. First, you have time to read the questions silently. (30 seconds) Now listen to the selection.*

(Man) *Benvenuti a Venezia. Eccoci in Piazza San Marco, il cuore artistico della città. Davanti a voi, potete ammirare la famosa Basilica di San Marco. Se guardate in alto, si notano i mosaici sulla facciata della chiesa, i quattro cavalli di bronzo e la cupola d'oro. San Marco fu costruita nell'undicesimo secolo ed è uno splendido esempio di architettura bizantina. Prima di visitare la chiesa, però, faremo una pausa per il pranzo. Vi consiglio di non mangiare nei ristoranti intorno alla piazza perché sono troppo cari. Mangiate invece nei piccoli ristoranti nelle stradine dietro la basilica, oppure vi potete comprare un panino e mangiare in piazza. Ma attenzione ai piccioni!*

(Narrator) *Now answer the questions for this selection. (24 seconds)]*

Selection number 2

You will listen to a tour guide in Venice.

5. Dove si trovano i turisti?
 - (A) In una piazza importante di Venezia
 - (B) Vicino alla stazione di Venezia
 - (C) In un ristorante a Venezia
 - (D) In chiesa a Venezia
6. Cosa indica la guida ai turisti?
 - (A) Tanti gruppi di turisti
 - (B) Le gondole sul canale
 - (C) L'interno di una chiesa
 - (D) La facciata della basilica
7. Cosa consiglia la guida per pranzo?
 - (A) Di mangiare dopo la visita in chiesa
 - (B) Di allontanarsi dalla piazza
 - (C) Di prenotare in una trattoria
 - (D) Di provare le specialità locali

Directions: Read the following selections carefully for comprehension. Each selection is followed by a number of questions. For each question, choose the response that is best according to the selection and mark your answer on the answer sheet.

This selection was originally published in the *Corriere della Sera* newspaper in October 2004.

IL RAPPORTO
L'Integrazione degli immigrati in Italia
**IMMIGRATI PIÙ
INTEGRATI
IN LOMBARDIA**



1. L' inserimento lavorativo

Lombardia e Piemonte sono le regioni dove gli immigrati hanno le maggiori possibilità di trovare un lavoro. Le condizioni più precarie si incontrano nel Mezzogiorno e in Umbria

2. La diversificazione culturale

La maggiore diversificazione etnico-culturale degli immigrati si riscontra nel Lazio, dove sono presenti ben 183 diverse nazionalità. Segue la Lombardia con 174

3. La stabilità sociale

In Valle d'Aosta, nelle Isole, in Piemonte e Lombardia le comunità di immigrati hanno le radici più solide. Quindi gli extracomunitari tendono a fermarsi per periodi di tempo più lunghi e a farsi raggiungere dalla famiglia

8. Secondo il brano, cosa si può dire sull'immigrazione in Italia?
- (A) Gli immigrati trovano lavoro principalmente nel nord.
 - (B) Gli immigrati vengono da pochi paesi europei.
 - (C) Gli immigrati costituiscono la maggioranza della popolazione italiana.
 - (D) Gli immigrati diventano facilmente cittadini italiani.

9. In quale regione italiana si trova la più alta concentrazione di nazionalità?
- (A) Piemonte
 - (B) Lombardia
 - (C) Lazio
 - (D) Campania

This selection was originally published in *Panorama* magazine in September 2004.

Un milione di copie in classe

Portare i giornali in classe per oltre 1 milione di studenti delle scuole superiori. È l'obiettivo per l'anno 2004-2005 dell'iniziativa Il quotidiano in classe, promossa dall'Osservatorio permanente giovani-editori, alla quinta edizione. «Il quotidiano nelle aule» spiega il presidente Andrea Ceccherini «vuole essere un investimento civile e sociale per formare le classi dirigenti di domani e stimolare nei giovani una sana indipendenza di giudizio». Gli insegnanti che aderiscono all'iniziativa riceveranno per ciascuna classe, in un giorno a loro scelta, 10 copie del *Corriere della sera*, 10 copie di una testata locale della zona di appartenenza, e, se si tratta di una quinta, 10 copie del *Sole 24 Ore*, nonché continua assistenza didattica da parte degli esperti dell'Osservatorio (telefono 05555918, www.osservatorioonline.it). In cambio i docenti s'impegnano a dedicare un'ora di lezione alla lettura dei giornali, a partecipare a un corso di formazione e a far compilare agli studenti un questionario con le loro valutazioni sui quotidiani.

Copyright Panorama, Arnoldo Mondadori Editore, year 2004 (www.panorama.it).

10. Qual è l'argomento principale del brano?
- (A) La lettura dei giornali in classe crea cittadini responsabili.
 - (B) Gli insegnanti devono imparare a leggere i giornali.
 - (C) Gli esperti dell'Osservatorio sostituiscono gli insegnanti.
 - (D) La lettura dei giornali crea i giornalisti del futuro.
11. Perché, secondo l'articolo, i giornali sono materiale utile in classe?
- (A) Aiutano gli studenti a trovare lavoro.
 - (B) Contribuiscono allo sviluppo dell'economia.
 - (C) Insegnano ai giovani ad avere idee indipendenti.
 - (D) Servono a compilare questionari correttamente.
12. Che vantaggio c'è per gli insegnanti se usano i quotidiani in classe?
- (A) Possono pubblicare un articolo.
 - (B) Imparano a usare il computer.
 - (C) Insegnano con meno fatica.
 - (D) Ricevono copie dei giornali gratis.

13. Secondo l'articolo, qual è un obbligo degli insegnanti che usano i giornali in classe?
- (A) Devono studiare per specializzarsi in giornalismo.
 - (B) Devono fare molte domande agli studenti.
 - (C) Devono insegnare più ore del solito.
 - (D) Devono eliminare i libri di testo.

This selection was originally published in the *Corriere della Sera* newspaper in October 2004.

Passaporto Ue* per cani e gatti da oggi diventa obbligatorio

Chi ha in programma un viaggio oltre frontiera e non se la sente di lasciare a casa il proprio cane o gatto, da oggi dovrà ricordarsi di portare con sé un documento in più: perché senza quel rettangolo di cartoncino blu, su cui spiccano le stelle dell'Europa unita, l'animale, piccolo o grande che sia, non potrà mettere piede—pardon, zampa—al di fuori dei confini nazionali.

LA SCADENZA—Con oggi si concludono i quasi tre mesi di deroga concessi dalla Commissione europea all'obbligo del passaporto comunitario per cani, gatti e furetti (esonerati gli animali tropicali, e poi anfibi, rettili, uccelli, roditori e conigli). Il documento è del tutto simile a un passaporto «per umani»: nome, sesso, dato di nascita, peso, altezza al garrese, colore del manto. E, ovviamente, razza. Manca solo la foto, che può essere o meno applicata nell'apposito spazio, a discrezione del padrone.

IL MICROCHIP—Il dato più importante è quel numero di nove cifre, obbligatorio, che spicca in alto sulla pagina principale: è il numero di identificazione, la vera «carta d'identità» dell'animale. Sono quelle cifre, inserite in un'apposita anagrafe informatizzata, che permetteranno di identificare rapidamente tutti i cani e i gatti (o i furetti) europei, di rintracciarli in caso di smarrimento, di denunciare il padrone che volesse abbandonarli. Merito anche del tatuaggio o del microchip (inserito dietro l'orecchio in una capsula di vetro) con cui questa stessa sequenza è riprodotta sul corpo dell'animale. Il microchip sostituirà il tatuaggio (facilmente eliminabile): in Italia diventerà obbligatorio, per i cuccioli o gli animali di recente acquisto, già dal 1° gennaio 2005. Dopo sette anni, il tatuaggio sarà «fuorilegge».

* Ue: L'Unione europea

14. Qual è l'argomento principale di questo brano?
- (A) Il divieto di viaggiare con gli animali
 - (B) I vari tipi di animali domestici
 - (C) Il controllo e l'identificazione degli animali
 - (D) Le malattie degli animali domestici
15. Secondo il brano, l'Unione europea richiede il passaporto per
- (A) gli animali selvatici
 - (B) gli animali tropicali
 - (C) alcuni animali domestici
 - (D) alcuni tipi di rettili

16. Perché il microchip sostituirà il tatuaggio per l'identificazione degli animali?

- (A) È più sicuro del tatuaggio.
- (B) È più economico.
- (C) È più facile da leggere.
- (D) È più facile da ottenere.

This selection was originally published in the novel *L'Isola di Arturo* in 1957.

Mio padre viveva, la maggior parte del tempo, lontano. Veniva a Procida per qualche giorno, e poi ripartiva, certe volte rimanendo assente per intere stagioni. A fare la somma dei suoi rari e brevi soggiorni nell'isola, alla fine dell'anno, si sarebbe trovato che, su dodici mesi, egli forse ne aveva passato due a Procida, con me. Così, io trascorrevi quasi tutti i miei giorni in assoluta solitudine; e questa solitudine, cominciata per me nella prima infanzia (con la partenza del mio balio Silvestro), mi pareva la mia condizione naturale. Consideravo ogni soggiorno di mio padre sull'isola come una grazia straordinaria da parte di lui, una concessione particolare, della quale ero superbo.

Credo che avevo da poco imparato a camminare, quand'egli mi comperò una barca. E quando avevo circa sei anni di età, un giorno mi portò al podere, dove la cagna pastora del colono allattava i suoi cuccioli d'un mese, perché me ne scegliessi uno. Io scelsi quello che mi pareva il più indiavolato, con gli occhi più simpatici. Si rivelò che era una femmina; e siccome era bianca come la luna, fu chiamata Immacolatella.

Quanto al fornirmi di scarpe, o di vestiti, mio padre se ne ricordava assai di rado. Nell'estate, io non portavo altro indumento che un paio di calzoncini, coi quali mi tuffavo anche in acqua, lasciando poi che l'aria me li asciugasse addosso. Solo raramente aggiungevo ai calzoncini una maglietta di cotone, troppo corta, tutta strappata e slentata. Mio padre, in più di me, possedeva un paio di calzoncini da bagno di tela coloniale; ma, fuori di questo, anche lui, nell'estate, non portava mai altro vestito che dei vecchi pantaloni stinti, e una camicia senza più un solo bottone, tutta aperta sul petto.

17. Quale delle seguenti frasi meglio descrive il brano?

- (A) La vita in campagna fa bene alla salute.
- (B) Le vacanze estive sono divertenti.
- (C) Un ragazzo descrive la sua infanzia.
- (D) Una persona si lamenta dei suoi amici.

18. Il posto descritto nel brano si trova

- (A) vicino al mare
- (B) in montagna
- (C) vicino a un villaggio turistico
- (D) in una metropoli

19. Il ragazzo si vestiva d'estate come se
- (A) viaggiasse in treno
 - (B) sentisse freddo
 - (C) andasse in chiesa
 - (D) andasse a nuotare
20. La solitudine sembra al ragazzo una condizione naturale perchè
- (A) il padre era spesso assente
 - (B) il padre non parlava mai
 - (C) il ragazzo stava sempre in casa
 - (D) il ragazzo viaggiava da solo
21. Perché il padre ha regalato la cucciola al figlio?
- (A) Per proteggere il figlio dagli sconosciuti
 - (B) Per trasportare gli indumenti
 - (C) Per fare compagnia al ragazzo
 - (D) Per fargli un regalo di compleanno

Answers to Multiple-Choice Questions

1 – C	4 – B	7 – B	10 – A	13 – B	16 – A	19 – D
2 – B	5 – A	8 – A	11 – C	14 – C	17 – C	20 – A
3 – D	6 – D	9 – C	12 – D	15 – C	18 – A	21 – C

Sample Free-Response Questions

Interpersonal Writing: E-mail Reply

You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

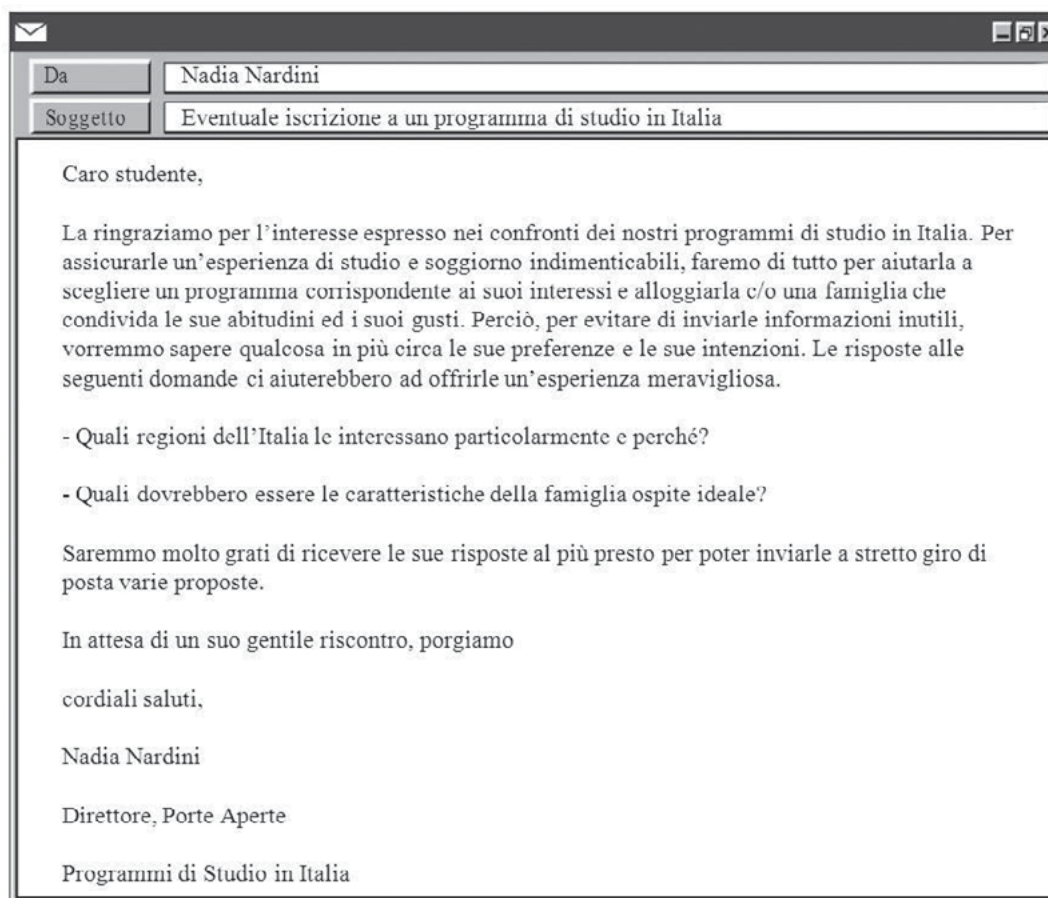
Devi rispondere a un'email. Hai 15 minuti per leggere il messaggio e scrivere la tua risposta.

La tua risposta deve includere una formula di apertura e di chiusura e rispondere a tutte le domande e richieste contenute nel messaggio. Inoltre, nella tua risposta devi chiedere ulteriori informazioni su qualcosa menzionato nel messaggio originale. Ricorda che devi scrivere la tua risposta in modo formale.

Tema del corso: Vita contemporanea

Introduzione

Il mittente di questo messaggio email è Nadia Nardini, direttore di Porte Aperte. Ricevi il messaggio perché avevi scritto all'agenzia Porte Aperte per avere informazioni su programmi di studio in Italia.



The image shows a screenshot of an email client window. At the top, there is a header bar with a mail icon on the left and window control buttons (minimize, maximize, close) on the right. Below the header, there are two fields: 'Da' (From) containing 'Nadia Nardini' and 'Soggetto' (Subject) containing 'Eventuale iscrizione a un programma di studio in Italia'. The main body of the email contains the following text:

Caro studente,

La ringraziamo per l'interesse espresso nei confronti dei nostri programmi di studio in Italia. Per assicurarle un'esperienza di studio e soggiorno indimenticabili, faremo di tutto per aiutarla a scegliere un programma corrispondente ai suoi interessi e alloggiarla c/o una famiglia che condivida le sue abitudini ed i suoi gusti. Perciò, per evitare di inviarle informazioni inutili, vorremmo sapere qualcosa in più circa le sue preferenze e le sue intenzioni. Le risposte alle seguenti domande ci aiuterebbero ad offrirle un'esperienza meravigliosa.

- Quali regioni dell'Italia le interessano particolarmente e perché?
- Quali dovrebbero essere le caratteristiche della famiglia ospite ideale?

Saremmo molto grati di ricevere le sue risposte al più presto per poter inviarle a stretto giro di posta varie proposte.

In attesa di un suo gentile riscontro, porgiamo

cordiali saluti,

Nadia Nardini

Direttore, Porte Aperte

Programmi di Studio in Italia

Presentational Writing: Persuasive Essay

You will write a persuasive essay to submit to an Italian writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay.

In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Scrivi un saggio argomentativo per un concorso di scrittura in italiano. La traccia si basa su tre fonti (materiale scritto e orale) che presentano diversi punti di vista sull'argomento. Per prima cosa, hai 6 minuti per leggere la traccia ed il materiale scritto. Poi ascolterai la fonte orale due volte. Mentre ascolti, puoi prendere appunti. Alla fine dell'ascolto, hai 40 minuti per organizzare e scrivere il tuo saggio.

Nel saggio argomentativo, devi identificare i diversi punti di vista presentati dalle fonti. Sulla base di queste informazioni e delle tue conoscenze devi elaborare accuratamente il tuo punto di vista. Fai riferimento a tutte le fonti, indicandole in modo appropriato, per giustificare la tua argomentazione. Organizza il tuo saggio in modo logico e chiaro.

Tema del corso: Sfide globali

Hai 6 minuti per leggere la traccia, la fonte numero 1 e la fonte numero 2.

Traccia:

Cosa dovrebbe fare il governo italiano per gestire meglio il fenomeno dell'immigrazione?

Fonte numero 1

Introduzione

Questo testo tratta dell'effetto dell'emigrazione italiana ed il fenomeno dell'immigrazione in Italia. Il messaggio originale è stato pubblicato il 16 dicembre 2010 in Italia. È stato scritto da Giorgio Napolitano, il Presidente della Repubblica italiana.

Messaggio del Presidente della Repubblica Giorgio Napolitano in Occasione della Giornata Internazionale del Migrante

Con il tempo l'emigrazione italiana si è notevolmente ridotta, ma non è mai cessata e, anzi di recente ha registrato una ripresa. Tuttavia il carattere della nostra emigrazione è profondamente mutato. I nuovi emigrati sono solo marginalmente lavoratori poco qualificati. A lasciare il nostro paese non solo per determinati periodi, ma definitivamente, sono spesso brillanti laureati e ricercatori, tecnici, imprenditori, personale altamente qualificato. Questa emorragia di talenti rappresenta allo stesso tempo una perdita per il nostro paese e un segnale di debolezza del nostro sistema scientifico e produttivo, della sua capacità di mettere a frutto risorse umane, di selezionare e promuovere in base al merito.

Mi auguro che i nuovi, come i vecchi emigrati italiani, si trovino a loro agio nei Paesi dove vivono, studiano, lavorano, che non siano oggetto di pregiudizi e discriminazioni, che possano realizzare i propri progetti e contribuire al benessere di questi Paesi. Spero soprattutto che l'Italia possa dimostrarsi capace di invogliarli a rientrare, che possano trovare in Patria gli stessi supporti e le stesse opportunità che li hanno motivati a vivere altrove.

Ma l'Italia è oggi soprattutto un Paese di immigrazione. Un'immigrazione che costituisce ormai parte integrante della popolazione. Sono già molti i figli di immigrati nati qui, è ampia la presenza di bambini e ragazzi nelle scuole, sono numerosi gli immigrati che comprano casa. L'immigrazione contribuisce a ridurre carenze di popolazione in età produttiva e di manodopera, in particolare per alcuni tipi di lavori e di qualifiche. Solo la presenza di immigrati consente alle imprese di produrre e alle famiglie di essere aidate nella cura dei propri cari. Inoltre gli immigrati rappresentano oggi una quota significativa non solo dei nuovi occupati, ma anche dei nuovi imprenditori. Bisogna ricordare sempre questi dati fondamentali. Non si devono sottovalutare le difficoltà da affrontare e i problemi da risolvere, ma questa attenzione non deve oscurare l'imprescindibile contributo che l'immigrazione sta dando e darà al nostro Paese e l'esigenza di facilitare l'integrazione fondata sul rispetto reciproco, sul riconoscimento dei diritti di quanti sono giunti in Italia e vi risiedono laboriosamente osservandone le leggi.

Fonte numero 2

Introduzione

Questo testo tratta degli immigrati ed il mondo del lavoro. Le statistiche originali sono state pubblicate nel 2007 in Italia. Sono state compilate dalla ISI Group, società specializzata nei servizi finanziari e assicurativi rivolti al mass market.

Immigrati in Italia: risultati di un sondaggio sulla loro partecipazione nel sistema economico nazionale

Immigrati che hanno un lavoro o un'attività	80%
Immigrati ancora in cerca di lavoro	9%
Immigrati che lavorano come prestatori d'opera (domestici o assistenti domiciliari per anziani e malati)	34%
Immigrati che lavorano come lavoratori dipendenti	23%
Immigrati che hanno una propria attività commerciale o artigianale	14%
Immigrati che riescono a risparmiare	48%
Immigrati che sono titolari di un conto corrente	45%
Livello di istruzione diploma di scuola superiore	38%
Livello di istruzione laurea universitaria	11%
Buona conoscenza di una lingua straniera	75%
Buona conoscenza dell'italiano	47%
Reddito medio per individuo	836 euro
Reddito medio per famiglia	1320 euro

Fonte numero 3

Hai 30 secondi per leggere l'introduzione

Introduzione

Questo testo tratta della politica estera riguardo alla questione dell'immigrazione clandestina. L'intervista originale, intitolata "Immigrazione e sicurezza", è stata pubblicata il 15 maggio 2009 in Italia. È stata ideata da Maurizio Belpietro, giornalista italiano. Belpietro intervista telefonicamente Franco Frattini, Ministro degli Affari Esteri. Questo testo dura circa tre minuti.



Script

(N) *Hai un minuto per leggere le istruzioni relative a questa attività.*

(1 minute)

(N) *Adesso inizia questa attività.*

(N) *Hai sei minuti per leggere la traccia, la fonte numero uno e la fonte numero due.*

(6 minutes)

(N) *È scaduto il tempo per la lettura. Adesso vai alla fonte numero tre. Hai trenta secondi per leggere l'introduzione.*

(30 seconds)

(N) *Adesso ascolta la fonte numero tre.*

(MA) *Buongiorno, Ministro.*

(MB) *Buongiorno, Direttore, buongiorno.*

(MA) *Allora Lei è di ritorno da una serie di incontri in Marocco, in Tunisia, anche al vertice italo-egiziano di Sharm-el-Sheikh. È stato in paesi, in sostanza, da cui spesso arrivano immigrati clandestini. Sono alle viste degli accordi, delle intese?*

(MB) *Ma guardi, in tutti questi paesi del Nordafrica c'è una percezione molto chiara, cioè la percezione che l'immigrazione clandestina è un danno anche per loro perché crea delle situazioni assolutamente insostenibili, soprattutto perché il traffico di esseri umani sta diventando davvero una cosa orrenda e si sta diffondendo a macchia d'olio. Ormai ci sono le tariffe dai 600 ai 1500 dollari a persona per essere trasportati nel Mediterraneo, con il rischio di essere addirittura buttati a mare. Quindi c'è una cooperazione buona, così come avevamo già nelle scorse settimane con la Libia, anche con il Marocco e la Tunisia, altri paesi da cui provengono immigrati clandestini ma certamente in misura molto minore. Questi paesi collaboreranno sempre più fortemente con noi.*

È evidente che noi dobbiamo confermare, come abbiamo sempre fatto, che onesti lavoratori immigrati sono necessari e quindi evidentemente in una maniera regolata li vogliamo accogliere. Quindi niente di quel catastrofismo o di quella drammatizzazione che c'è stata su alcuni mezzi di informazione. Semplicemente una gestione concordata con i nostri amici dei paesi nordafricani.

(MA) *E alcune strutture dell'Onu ci hanno criticato per, hanno criticato l'Italia per i respingimenti degli immigrati clandestini e l'Europa tace. L'Italia rischia l'isolamento?*

(MB) *Ma l'Italia non è isolata affatto, perché quando l'Europa parlerà, quando parleranno i governi dell'Europa, cioè quelli che hanno per ciascun paese la responsabilità di milioni e milioni di cittadini, i governi d'Europa diranno quello che hanno sempre detto, che non viene mai abbastanza sottolineato, cioè che un paese come l'Italia, o anche piccoli paesi come Cipro, Malta, operano interventi di respingimento, di espulsione di immigrati, nell'interesse dell'intera Europa. Perché ormai abbiamo abolito le frontiere interne. Gli immigrati clandestini che arrivano a Lampedusa non si fermano a Lampedusa. L'ottanta per cento migra verso Nord, verso altri paesi europei, quindi vi è un interesse assolutamente comune. Sono le istituzioni europee invece che hanno fatto finora meno di quanto avrebbero dovuto, e noi contiamo che invece nel prossimo futuro vi sia finalmente un'azione decisa delle istituzioni europee.*

(N) *Adesso ascolta un'altra volta.*

Repeat

(N) *Adesso hai quaranta minuti per organizzare e scrivere il saggio argomentativo.*

(40 minutes)

Interpersonal Speaking: Conversation

You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response.

You should participate in the conversation as fully and appropriately as possible.

Prendi parte a una conversazione. Prima di iniziare, hai 1 minuto per leggere l'introduzione alla conversazione, compresa l'alternanza dell'interazione. Poi la conversazione comincia secondo lo schema stabilito. Quando tocca a te parlare, hai 20 secondi per registrare la tua risposta.

Devi prendere parte alla conversazione ed esprimerti nel modo più completo e accurato possibile.

Tema del corso: Famiglia e società

Hai 1 minuto per leggere l'introduzione.

Introduzione

Fai una conversazione con Massimo, un tuo caro amico. Prendi parte alla conversazione perché Massimo non può venire alla festa che hai organizzato a casa tua.

Massimo	• Ti fa una domanda.
Tu	• Gli rispondi.
Massimo	• Ti parla di un problema.
Tu	• Gli chiedi perché e commenti.
Massimo	• Ti dà una spiegazione.
Tu	• Gli suggerisci cosa fare.
Massimo	• Ti chiede un consiglio.
Tu	• Gli dai un consiglio.
Massimo	• Ti ringrazia e esprime interesse per qualcosa da fare insieme.
Tu	• Accetti e proponi un programma.

**Script**

(N) *Hai un minuto per leggere le istruzioni relative a questa attività.*

(1 minute)

(N) *Adesso inizia questa attività.*

(N) *Hai un minuto per leggere l'introduzione.*

(1 minute)

(N) *Adesso la conversazione sta per iniziare. Premi il pulsante "Record".*

(MA) *Oh, ciao! È tutto il giorno che ti cerco. Perché non mi hai richiamato?*

TONE

(20 seconds)

TONE

(MA) *Purtroppo ho un contrattempo. Mi dispiace ma non posso venire alla festa sabato sera.*

TONE

(20 seconds)

TONE

(MA) *Mah, è che mia nonna compierà settanta anni e ci sarà il classico cenone di famiglia per festeggiarla. Sai che adoro mia nonna, ma questi eventi mi annoiano da morire. Eppoi verrà anche mio zio che trova sempre da ridire sul mio orecchino al naso. Come farò a sopravvivere alla serata?*

TONE

(20 seconds)

TONE

(MA) *Davvero geniale, grazie! A proposito, mi è venuta in mente un'altra cosa. Mi serve anche un regalo per la nonna. Avresti mica un'idea da darmi?*

TONE

(20 seconds)

TONE

(MA) *Ottimo! Grazie ancora. Sai che mi sento già meglio all'idea di questa cena. Senti, ti chiamo in settimana e magari usciamo insieme sabato prossimo, va bene?*

TONE

(20 seconds)

TONE

Presentational Speaking: Cultural Comparison

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare your own community to an area of the Italian-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the Italian-speaking world. You should also organize your presentation clearly.

Fai una relazione orale alla tua classe su un argomento specifico. Hai 4 minuti per leggere e preparare la tua relazione. Poi, hai 2 minuti per registrare la tua relazione.

Nella tua relazione, fai un confronto fra la realtà che hai osservato e in cui hai vissuto fino ad oggi e una realtà italiana che conosci bene. Devi dimostrare di conoscere aspetti culturali di quella realtà. Organizza la tua relazione in modo chiaro.

Tema del corso: Scienza e tecnologia

Argomento della relazione:

Quale ruolo hanno i social network nella realtà in cui vivi? Fai un confronto fra la realtà che hai osservato e in cui hai vissuto fino ad oggi e una realtà italiana che conosci bene. Nella tua relazione, puoi fare riferimento a cose che hai studiato, visto, conosciuto, ecc.



Script

(N) *Hai un minuto per leggere le istruzioni relative a questa attività.*

(1 minute)

(N) *Adesso inizia questa attività.*

(N) *Hai quattro minuti per leggere l'argomento della relazione e preparare la tua relazione.*

(4 minutes)

(N) *Hai due minuti per registrare la tua relazione. Adesso premi il pulsante "Record" o rilascia il pulsante "Pause". Comincia a parlare dopo il segnale acustico.*

TONE

(2 minutes)

TONE

Interpersonal Writing: E-mail Reply

<p style="text-align: center;">5 Strong</p>	<ul style="list-style-type: none"> • Maintains the exchange with an appropriate response and elaboration • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic expressions • Control of time frames; accuracy and variety in grammar, syntax, and usage, with few errors • Consistent use of register appropriate for the situation • Variety of simple and compound sentences, and some complex sentences
<p style="text-align: center;">4 Good</p>	<ul style="list-style-type: none"> • Maintains the exchange with an appropriate response and some elaboration • Fully understandable, with some errors, which do not impede comprehensibility • Generally appropriate vocabulary, including some idiomatic expressions • Accurate use of present time and mostly accurate use of other time frames; general control of grammar, syntax, and usage • Consistent use of register appropriate for the situation except for occasional shifts • Simple, compound, and a few complex sentences
<p style="text-align: center;">3 Fair</p>	<ul style="list-style-type: none"> • Maintains the exchange with an appropriate response and limited elaboration • Generally understandable, with errors that may impede comprehensibility • Sufficient vocabulary, including a few idiomatic expressions • Mostly accurate use of present time and some accuracy in other time frames; some control of grammar, syntax, and usage • Use of register may be inappropriate, several shifts occur • Simple and a few compound sentences
<p style="text-align: center;">2 Weak</p>	<ul style="list-style-type: none"> • Maintains the exchange with a minimal response • Partially understandable, with errors that force interpretation and cause confusion for the reader • Limited vocabulary and idiomatic expressions • Some accuracy in present time and little or no accuracy in other time frames; limited control of grammar, syntax, and usage • Use of register is generally inappropriate for the situation • Simple sentences and phrases

Interpersonal Writing: E-mail Reply

1 Poor	<ul style="list-style-type: none">• Unsuccessfully attempts to maintain the exchange by providing an inappropriate response• Barely understandable, with frequent or significant errors that impede comprehensibility• Very few vocabulary resources• Little or no control of grammar, syntax, usage, and time frames• Little or no control of register• Simple sentences or fragments
0 Unacceptable	<ul style="list-style-type: none">• Mere restatement of language from the stimulus• Completely irrelevant to the stimulus• “Non so.” “Non capisco.” or equivalent• Not in the language of the exam• Blank

Presentational Writing: Persuasive Essay

<p>5 Strong</p>	<ul style="list-style-type: none"> • Thorough and effective treatment of topic, including supporting details and relevant references to all sources • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic expressions • Control of time frames; accuracy and variety in grammar, syntax, and usage, with few errors • Organized essay; effective use of transitional elements or cohesive devices • Variety of simple and compound sentences, and some complex sentences
<p>4 Good</p>	<ul style="list-style-type: none"> • Effective treatment of topic, including some supporting details and mostly relevant references to all sources • Fully understandable, with some errors, which do not impede comprehensibility • Generally appropriate vocabulary, including some idiomatic expressions • Accurate use of present time and mostly accurate use of other time frames; general control of grammar, syntax, and usage • Organized essay; some effective use of transitional elements or cohesive devices • Simple, compound, and a few complex sentences
<p>3 Fair</p>	<ul style="list-style-type: none"> • Competent treatment of topic, including a few supporting details and references to all sources • Generally understandable, with errors that may impede comprehensibility • Sufficient vocabulary, including a few idiomatic expressions • Mostly accurate use of present time and some accuracy in other time frames; some control of grammar, syntax, and usage • Some organization; limited use of transitional elements or cohesive devices • Simple and a few compound sentences

Presentational Writing: Persuasive Essay

<p align="center">2 Weak</p>	<ul style="list-style-type: none"> • Inadequate treatment of topic, consisting mostly of statements with no development; references to sources may be inaccurate; may not refer to all sources • Partially understandable, with errors that force interpretation and cause confusion for the reader • Limited vocabulary and idiomatic expressions • Some accuracy in present time and little or no accuracy in other time frames; limited control of grammar, syntax, and usage • Inadequate organization; ineffective use of transitional elements or cohesive devices • Simple sentences and phrases
<p align="center">1 Poor</p>	<ul style="list-style-type: none"> • Little or no treatment of topic; may consist mostly of repetition of sources or may not refer to any sources • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, usage, and time frames • Little or no organization; absence of transitional elements and cohesive devices • Simple sentences or fragments
<p align="center">0 Unacceptable</p>	<ul style="list-style-type: none"> • Mere restatement of language from the prompt • Clearly does not respond to the prompt; completely irrelevant to the topic • “Non so.” “Non capisco.” or equivalent • Not in the language of the exam • Blank

Interpersonal Speaking: Conversation

<p style="text-align: center;">5 Strong</p>	<ul style="list-style-type: none"> • Maintains the exchange with appropriate responses and elaboration • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic expressions • Control of time frames; accuracy and variety in grammar, syntax, and usage, with few errors • Consistent use of register appropriate for the conversation • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) improves comprehensibility
<p style="text-align: center;">4 Good</p>	<ul style="list-style-type: none"> • Maintains the exchange with appropriate responses and some elaboration • Fully understandable, with some errors, which do not impede comprehensibility • Generally appropriate vocabulary, including some idiomatic expressions • Accurate use of present time and mostly accurate use of other time frames; general control of grammar, syntax, and usage • Consistent use of register appropriate for the conversation except for occasional shifts • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) usually improves comprehensibility
<p style="text-align: center;">3 Fair</p>	<ul style="list-style-type: none"> • Maintains the exchange with appropriate responses and limited elaboration • Generally understandable, with errors that may impede comprehensibility • Sufficient vocabulary, including a few idiomatic expressions • Mostly accurate use of present time and some accuracy in other time frames; some control of grammar, syntax, and usage • Use of register may be inappropriate, several shifts occur • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility • Clarification or self-correction (if present) sometimes improves comprehensibility

Interpersonal Speaking: Conversation

2 Weak	<ul style="list-style-type: none"> • Maintains the exchange with minimal responses • Partially understandable, with errors that force interpretation and cause confusion for the listener • Limited vocabulary and idiomatic expressions • Some accuracy in present time and little or no accuracy in other time frames; limited control of grammar, syntax, and usage • Use of register is generally inappropriate for the conversation • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility • Clarification or self-correction (if present) usually does not improve comprehensibility
1 Poor	<ul style="list-style-type: none"> • Unsuccessfully attempts to maintain the exchange by providing inappropriate responses • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, usage, and time frames • Little or no control of register • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility • Clarification or self-correction (if present) does not improve comprehensibility; does not recognize errors
0 Unacceptable	<ul style="list-style-type: none"> • Mere restatement of language from the prompts • Clearly does not respond to the prompts • “Non so.” “Non capisco.” or equivalent • Not in the language of the exam • Blank (although recording equipment is functioning)

Presentational Speaking: Cultural Comparison

5 Strong	<ul style="list-style-type: none"> • Thorough and effective treatment of topic, including supporting details and relevant examples • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic expressions • Control of time frames; accuracy and variety in grammar, syntax, and usage, with few errors • Consistent use of register appropriate for audience • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility • Organized presentation; effective use of transitional elements or cohesive devices • Clarification or self-correction (if present) improves comprehensibility
4 Good	<ul style="list-style-type: none"> • Effective treatment of topic, including some supporting details and mostly relevant examples • Fully understandable, with some errors, which do not impede comprehensibility • Generally appropriate vocabulary, including some idiomatic expressions • Accurate use of present time and mostly accurate use of other time frames; general control of grammar, syntax, and usage • Consistent use of register appropriate for audience except for occasional shifts • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility • Organized presentation; some effective use of transitional elements or cohesive devices • Clarification or self-correction (if present) usually improves comprehensibility

Presentational Speaking: Cultural Comparison

3 Fair	<ul style="list-style-type: none"> • Competent treatment of topic, including a few supporting details and examples • Generally understandable, with errors that may impede comprehensibility • Sufficient vocabulary, including a few idiomatic expressions • Mostly accurate use of present time and some accuracy in other time frames; some control of grammar, syntax, and usage • Use of register may be inappropriate, several shifts occur • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility • Some organization; limited use of transitional elements or cohesive devices • Clarification or self-correction (if present) sometimes improves comprehensibility
2 Weak	<ul style="list-style-type: none"> • Inadequate treatment of topic, consisting mostly of statements with no development; examples may be inaccurate • Partially understandable, with errors that force interpretation and cause confusion for the listener • Limited vocabulary and idiomatic expressions • Some accuracy in present time and little or no accuracy in other time frames; limited control of grammar, syntax, and usage • Use of register is generally inappropriate for audience • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility • Inadequate organization; ineffective use of transitional elements or cohesive devices • Clarification or self-correction (if present) usually does not improve comprehensibility

Presentational Speaking: Cultural Comparison

1 Poor	<ul style="list-style-type: none"> • Little or no treatment of topic; may not include examples • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, usage, and time frames • Little or no control of register • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility • Little or no organization; absence of transitional elements and cohesive devices • Clarification or self-correction (if present) does not improve comprehensibility; does not recognize errors
0 Unacceptable	<ul style="list-style-type: none"> • Mere restatement of language from the prompt • Clearly does not respond to the prompt; completely irrelevant to the topic • “Non so.” “Non capisco.” or equivalent • Not in the language of the exam • Blank (although recording equipment is functioning)

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